

VISIT...

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Tutor Teaching Tips

Lesson 26: R-Family Blends • Part 1

MATERIALS

Letter page

Introducing R-Family Blends



10–15 minutes

Point to the word *crab* on the letter page as you read the word. Explain that the letters *c* and *r* blend together to make the sound at the beginning of the word *crab*. Have the child repeat the sounds: /cr/. Point to the words at the bottom of the page and explain that they each begin with an r-family blend. Have the child tell you the two letters that start each word and say the sounds they stand for. Ask the child to sound out each word with you as you run your finger under each letter, holding the sounds except for /b/ /d/ /p/ and /g/. For example: /b/ /rrr/ /aaa/ /nnn/, *bran*. Then have the child sound out each word on his/her own.

Picture cards

Write the blends in a row across a large sheet of chart paper: *br; cr; dr; fr; gr; pr; tr*. Lay the paper on the table. Name the pictures with the child: *broom, bride, bread, crane, crayon, drum, dress, frog, frame, grapes, grate, pretzel, princess, train, truck, tree*. Ask the child to lay each picture under the blend its name begins with.

Blend Words



5–8 minutes

Letter cards:
c, r, a, b;
Workmat

Line up the letter cards *c, r, a, and b* under the row of four boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left and saying the sound of the letter. When the letters are in the boxes, ask the child to blend the sounds together to say the word.

Letter cards

Repeat the process with the following words: *brat, drip, frill, grill, prop, trim*. Give the child the letters needed to blend one word at a time. Have him/her use the row of five boxes for the words *grill* and *frill*.

Game cards;
Game board;
Markers

Place the game cards in a stack. Have the child draw a card and read the word. If the child can read the word correctly, he/she can move on the game board the number of spaces indicated on the card. If the child cannot read the word, he/she cannot move on the board. It is then your turn to draw a card.

Teach High-Frequency and Story Words



5–8 minutes

Flash cards:
home, how

Read each high-frequency word to the child as you hold up the flash cards. Have the child look at the cards and repeat the words. Then hold up the cards one at a time, say the words, and spell them out loud, saying the letter names. As you spell each word, have the child repeat each letter name and write it in the air with his/her finger.

Flash cards:
horse, shoes,
slippers

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card.

Tutor Teaching Tips

Lesson 26: R-Family Blends • Part 2

MATERIALS

Letter page

Letter cards:

Flash cards

Practice sheet

Decodable book:
*Fran and the
Prom Dress*

Decodable book;
Take-home
practice sheet

Game cards;
Game board;
Markers

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the blends and their sounds. Ask the child to say some words that start with each blend.

Give the child the individual letter cards. Say the following words, one at a time: *brim, crop, drab, frill, grab, prod, trap*. Have the child repeat each word and use the letters to make the word. Repeat the sounds for the child if he/she has difficulty finding the right letters to use.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point to the word *grabbed* in row 1. Cover the ending letters *-bed* with your finger, and have the child sound out the rest of the word. Uncover the letters and explain that when we add the ending *-ed* to a word like *grab*, we double the final consonant. Have the child sound out the whole word. Then have the child read the rest of the words in row 1. Have the child run his/her finger under each letter as he/she blends the sounds in each word. Then have the child say the whole word. Repeat with the review words in row 2.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words by saying each sound and blending the sounds together. If he/she has difficulty sounding out the word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask him/her to tell you what happened in the story. Ask the child what Fran did so she could wear the frilly dress.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading on his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

R-Family Blends



crab

bran

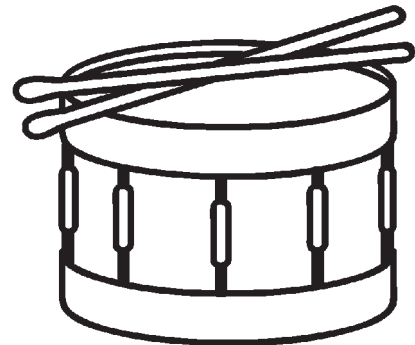
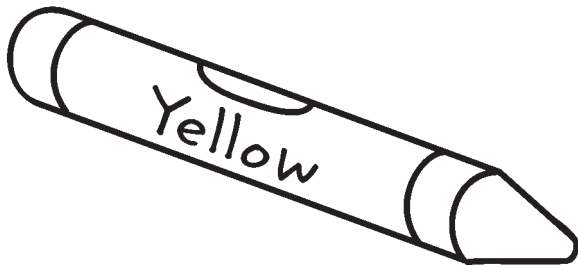
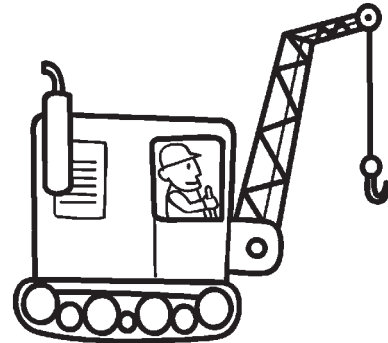
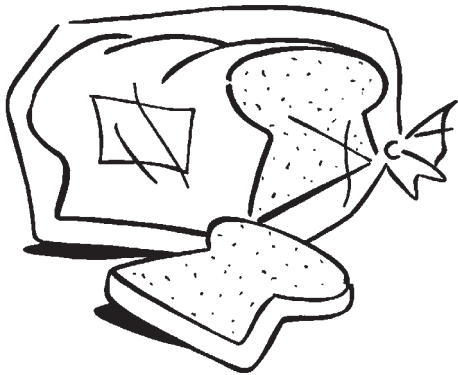
drip

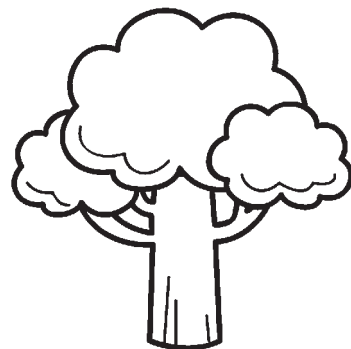
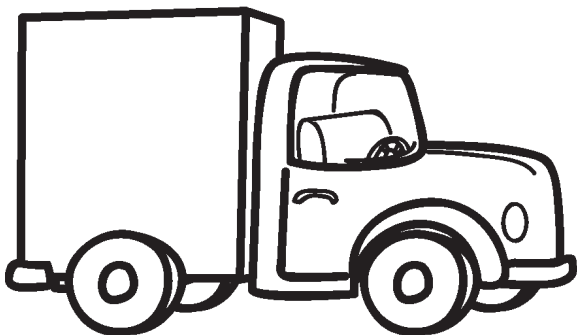
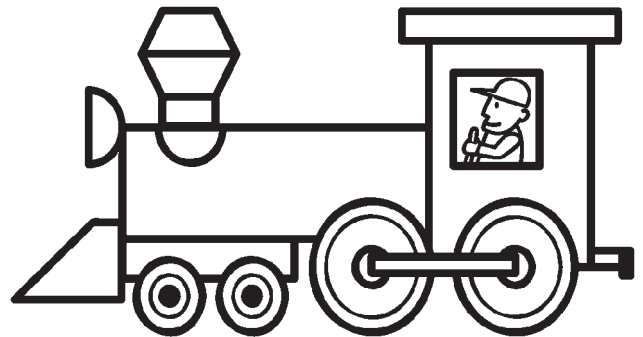
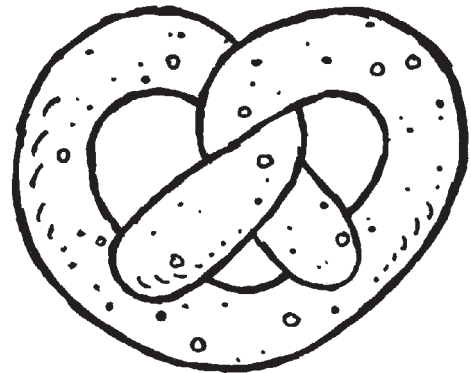
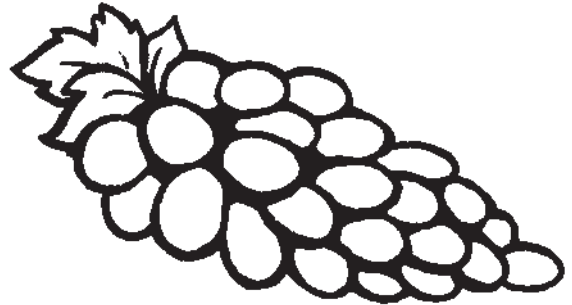
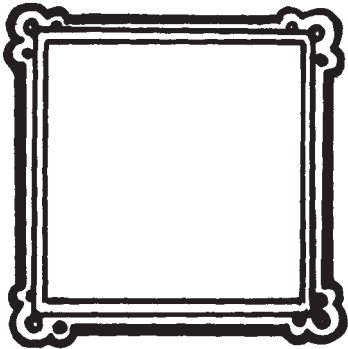
frizz

grin

prop

trim







r	b	c	d	f
g	p	t	l	l
p	m	a	o	i



Workmat

[illegible]



Game Cards

Lesson 26: R-Family Blends

grim

2

grill

4

press

3

prop

2

grin

3

grit

4

trot

2

trap

3

trek

4

frizz

4

drab

3

drip

1

drum

1

crab

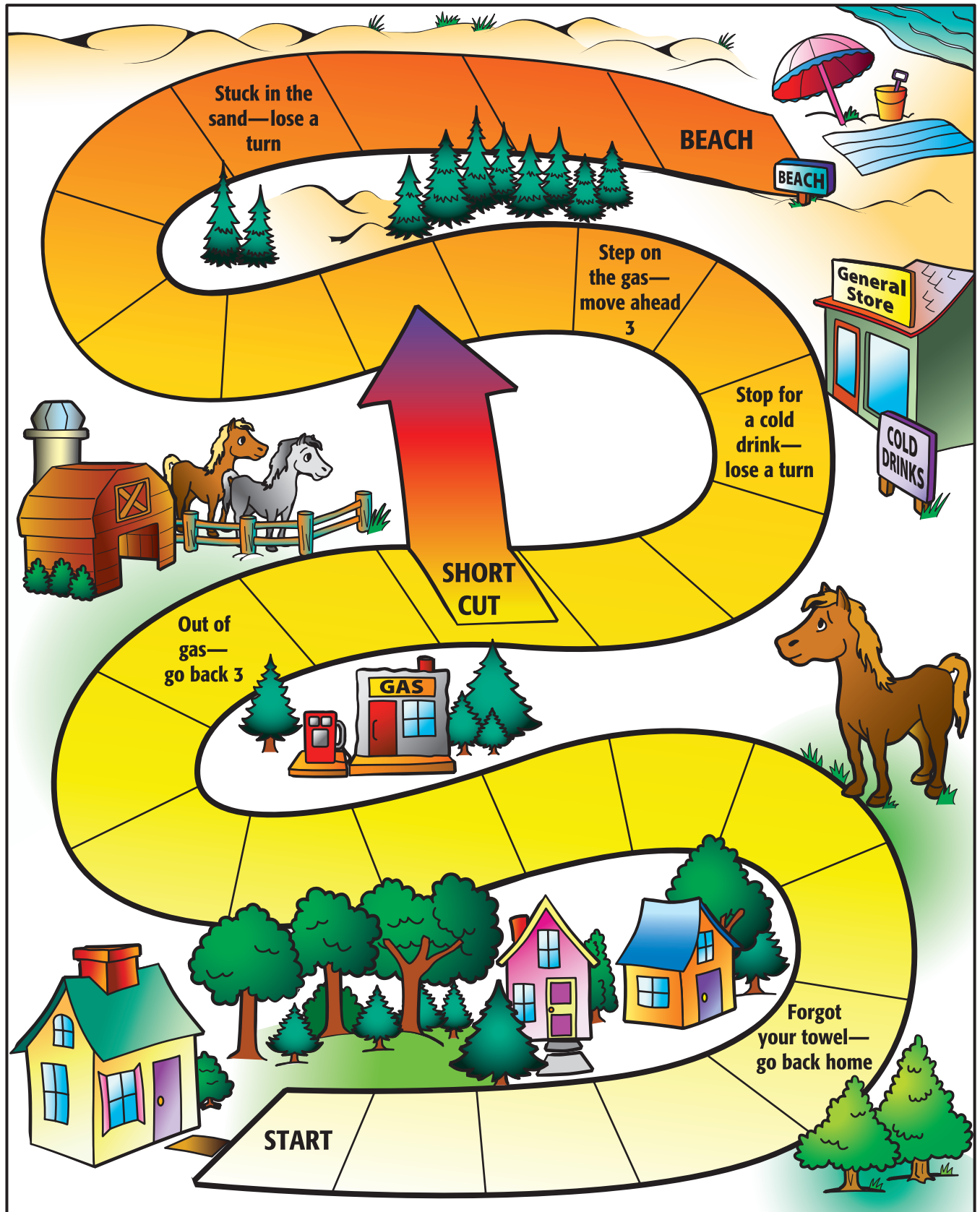
4

crop

4

bran

2



how

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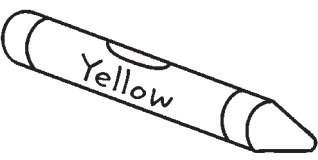
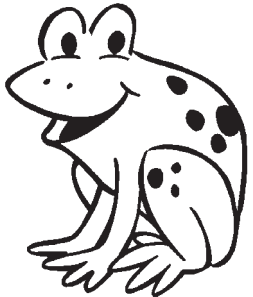
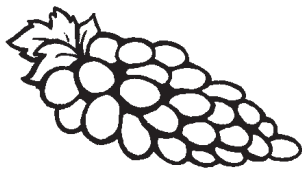
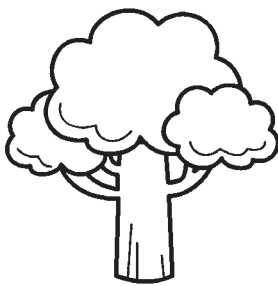
home

be

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	frog • drag • Fran • prom dress • drab • trim • crab Brad • grabbed
2 Reviewed words	best • cost • dust • just • sled snap • spell • spin • steps • swell
3 New h-f words	home • how
4 Reviewed h-f words	what • was • then • there • made your • take • now • be • make • that
5 Phrases	a drab dress Fran the frog crab and grub
6 Sentences	Fran will drop the crab. The prom dress is drab.

INSTRUCTIONS: Have the child cut out the words and paste them under the picture whose name starts with the same blend as the word.



drip	trim	prop	grab	trap
drab	crab	frizz	brat	crib
dress	crop	bran	gram	trip